DOCUMENT RESUME

ED 155 257 UD 018 263

AUTHOR Robbins, Natalie
TITLE Sex Equity in Education. A Reference Sampler.
INSTITUTION Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.
PUB DATE [77]
NOTE 20p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Academic Achievement; Females; *School Role; Self Esteem; *Sex Discrimination; *Sex Role; *Sex Stereotypes; *Socialization; *Teacher Role
IDENTIFIERS *Education Amendments 1972 Title IX

ABSTRACT

Standardized, oversimplified conceptions of behaviors that are appropriate to males and females are called sex role stereotypes. Expectations are formed on the basis of these stereotypes. Traditional notions of sex role are changing as a result of new trends in technology, social organization, and economics. Research indicates that female students seem to indicate a loss of academic ability and self esteem as they progress through school. Schools have previously functioned to transmit traditional sex role assumptions through educational socialization. School personnel behavior, counseling and guidance, sex segregated schools, grouping, extracurricular activities, academic or classroom maintenance assignments, textbooks and instructional materials, and sex stereotyped assignments of roles in the education profession have all contributed to this kind of socialization. There are ways to combat sexism. Teachers can reduce sexism by making students aware of sex stereotypes, by clarifying students' feelings, and by instructing students to take action to change their behavior and that of society. (Author/AM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155257

GENERAL ASSISTANCE CENTER ON EQUAL EDUCATIONAL OPPORTUNITY

Teachers College, Columbia University

SEX EQUITY IN EDUCATION

A Reference Sampler

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Materials prepared by: Natalie Robbins

UD018263

SEX ROLE STEREOTYPING

Definition

Being female or male is an important aspect of one's self identity. Most of us were brought up to be a "boy" or a "girl". Boys get a clear message: be active, strong and achieve. Girls are encouraged to be passive, dependent and communal. These standardized, over simplified conceptions of behaviors that are appropriate to males and females are called sex-role stereotypes. Expectations are formed for individual females and males on the basis of these stereotypes.

Comment

In schools, teachers often perpetuate rigid sex-role stereotyping of students in classrooms.

Example

It is Friday afternoon in Ms. Jones third-grade class. The class, just before dismissal, is straightening the room. Ms. Jones is attempting to direct the scattered activity.

Bill, can you carry that pile of books to this corner? Tom would you unwind the film from the projector and put it away? Sally and Doris, please wash the boards, and Ellen, would you water the plants? Mike, see to it please, that the science interest center is in order. OK things are getting too noisy. Will the boys in the right hand corner stop making all that racket? If you boys could only be polite and well-behaved like the girls, we could get this room together much quicker. Whew! I guess that does it. Everything looks OK, so I think we can line up. Would the girls please line up on the right side of the room and the boys on the left? Girls are to leave first. School is out. See you on Monday.

Application Excercise

Can you detect the ways in which Ms. Jones is reinforcing sex role stereotypes?

SEX ROLE CHANGES IN SOCIETY

Introduction

The traditional notions of sex role are changing in our society as a result of new trends in technology, social organization and economics.[1]

These trends are listed below:

- Technological
  - labor-saving devices - in home and industry tend to free both women and men from the sex-typed functions of homemaking and manual labor
  - contraception - control of child bearing and amount of adult life devoted to child rearing
  - medical and dietary - increased longevity for women offer many productive years beyond menopause
- Social organization
  - accelerating divorce rate - women finding themselves as temporary or permanent heads of households
- Economic
  - women are entering the work force in increasing numbers - four out of every ten employees are women. In 1974, out of a total labor force of 91.7 million persons, 35.2 million were women
  - most women are working because they have to - they are either single, widowed, divorced, separated or have husbands who earn less than $10,000.

Comment

How well educational institutions are preparing females to function effectively in their changing roles as paid workers will be considered in a review of some pertinent research.

REVIEW OF RESEARCH

Introduction — Female students seem to indicate a loss of academic ability and a sense of self esteem as they progress through school.

Myra Sadker in her article "Sexism in Schools" cites the following research:

- Intellectually, girls start off ahead of boys. They begin speaking, reading and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges, and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts.

Reference — Maccoby, Eleanor. "Sex Differences in Intellectual Functioning." In Eleanor Maccoby, ed. The Development of Sex Differences. Stanford: Stanford University Press, 1966.

- As boys and girls progress through school, their opinions of boys become higher and, correspondingly, their opinions of girls become lower. Children are learning that boys are worth more.

Reference — Smith, Stevenson. "Age and Sex Differences in Children's Opinions Concerning Sex Differences." Journal of Genetic Psychology 54 (March 1939): 17-25.

- Grade school boys have positive feelings about being male; they are more confident and assertive. In contrast, girls are not particularly enthusiastic about having been born female. They are less confident about their accomplishments, their popularity, and their general adequacy.

Reference — Minuchin, Patricia. "Sex Differences in Children: Research Findings in an Educational Context." National Elementary Principal 46 no. 2 (1966): 45-48.

- By the time they reach the upper elementary grades, girls; visions of future occupations are essentially limited to four: teacher, nurse, secretary, or mother. Boys of the same age do not view their future occupational potential as so limited.

Reference — O'Hara, Robert. "The Roots of Careers." Elementary School Journal 62, no.5 (1962): 277-80.

- A more recent study indicates that although more elementary school girls are beginning to consider a variety of careers, they are unable to describe in any specificity what having a career would be like. Boys, in contrast, are able to describe careers.

Reference — Iglitzin, Lynne. "A Child's-Eye View of Sex Roles." Paper presented at the American Political Science Association, Washington, D.C., 1972.

- Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work.

Reference — Cross, Patricia. "College Women: A Research Description." Journal of National Association of Women Deans and Counselors 32, no.1 (1968): 12-21.

- Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intellegence.

Reference — Harvly, Peggy. "What Women Think Men Think." Journal of Counseling Psychology 18, no.3 (1971): 193-94.

- Of the brightest high school graduates who do not go on to college, 75-90 percent are women.

Reference — Facts About Women in Education, prepared by the Women's Equity Action League.

- The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity.

Reference — McKee, John and Alex Sherriffs. "The Differential Education of Males and Females." Journal of Personality 35, no.3 (1957): 356-71.

- College women respond negatively to women who have achieved high academic or vocational success and at times display an actual motive to avoid success.

Reference — Horner, Martina. "Woman's Will to Fail." Psychology Today 3, no.6 (1969).

Comment

This review of the research is representative rather than inclusive. While schools cannot bear the complete blame for the loss of academic potential and positive sense of self-esteem in female students, they are important contributors. [2] On the next pages, the vehicles of sex role socialization in schools will be examined.

VEHICLES OF SEX ROLES SOCIALIZATION

Introduction

By reflecting the world around them schools can have a great effect on the future pattern of society. They can either perpetuate or help replace those patterns of the present that restrict people unfairly.

Schools have previously functioned to transmit traditional sex role assumptions through the vehicles of educational socialization:

Example 1

School personnel behavior- research indicates that teachers and administrators hold different behavioral and academic expectations for females and males and often behave in ways which reinforce passivity and dependence in females and aggression and independence in males.[3]

Example 2

Counseling and guidance-counseling instruments and materials reflect differential expectations of male and female students in course selections and career choices.

Example 3

Sex-segregated schools, groupings, extra-curricular activities and academic or classroom maintenance assignments - perpetuate and reinforce dual systems regarding the roles, abilities and interests of male and female students.

Example 4

Textbook and instructional materials - the affective content presents sex roles in traditional and limiting ways. Females are relatively invisible and when depicted are characterized as passive, dependent and emotional persons defined primarily by family roles. Males are portrayed in opposite but equally stereotypic roles.

Example 5

Sex-stereotyped assignments of roles in the education profession- women comprise 83% of the elementary school teachers, 46% of all secondary school teachers, 13% of all principals and 14% of all administrators.

WAYS TO COMBAT SEXISM

Introduction

In 1972 the Commonwealth of Pennsylvania, Department of Education made the elimination of sexism in education a priority. The following policies were established:

- Sex-segregated and sex-stereotyped classes, programs, activities, and courses of study to be eliminated.
- Feminist literature to be included in school libraries and efforts to be made to secure instructional materials, including textbooks which favorably portray women in non-traditional roles.
- All students to be counseled to consider a variety of career opportunities, not only those traditionally entered by persons of their sex.
- Job placement practices to assure students of employment opportunities without restriction because of sex.
- Annual goals to be set for hiring, training and promoting women of all races at every level of employment.
- The role of women to become an integral part of the school curriculum.[4]

What Teachers Can Do

Teachers can create objectives and learning opportunities to confront and reduce sexism in their own classrooms. David and Myra Sadker have developed the following taxonomy: awareness, clarification, action.

- Awareness - lessons on this level are designed to make students more cognigant of the nature of sex-role stereotyping.

Example

A teacher gave an elementary school class a list of occupations and asked the class whether the various jobs could be done by males or by females or by both. Although some of the jobs caused debate and controversy, every member of the elementary school class was in agreement on one job. Both girls and boys said that only a man could do the job of President of the United States. The student teacher then asked the class to break down the job of President, and soon a list was on the board detailing the various activities in which the President is involved. The students said the President would have to know how to

1. Travel
2. Go to parties
3. Go to meetings
4. Make decisions
5. Sign bills
6. Campaign

The student teacher then asked the class to consider each of the activities a President does and to decide whether it could be done by a male or female or by both. The class was quite unanimous as the students went down the list and wrote "both" by every item. The teacher then pointed out the discrepancy in what had occurred and asked for someone to explain why, if a woman could do all the things a President does, she still couldn't handle the job of President. The class was puzzled until one one girl commented, "I never thought about it before, but I guess a woman could handle the job of being President. But because of all the prejudice, it will probably be a long time before she can get the job." There was still controversy among some students in the class, but this lesson was a beginning step in terms of helping students become aware of the sex-stereotyped nature of many occupations.

- Clarification - helps students examine and clarify their own feeling and values concerning sexism.

Example

Students are given a list of unfinished sentences and asked to complete them either independently or to share their answers in small group discussions.

1. When I see a three-year-old boy playing with a doll, I.....
2. When I see a three-year-old girl playing with a doll, I.....
3. When I see a famous football player doing needlepoint, I.....
4. To me, women's liberation.....
5. When writing a letter to a woman, I would/would not address her as Ms. because.....
6. I would/would not vote for a well-qualified woman to be President because.....
7. Aggressive women.....
8. Aggressive men.....
9. If I had to have an operation, and the doctor scheduled to operate on me was female, I.....
10. To me, the phrase "the head of the house" means.....
11. If I could eliminate one aspect of sexism in our society, I would choose.....
12. The best way to reduce sexism in my school is to.....
13. I would/would not vote for a girl to be president of my class because.....
14. The treatment given to sex discrimination in the newspapers and television is.....
15. To me, a nonsexist book is.....
16. I think the women's movement and the movement for equality of other minority groups.....
17. My favorite nonsexist book is.....

- Action - instruction on this level provides students with an opportunity and direction for change. The purpose is to change either some aspect of their own behavior or some aspect of the status quo in general.

Example

Social Protest Literature

The American experience is one in which concerns and frustrations of various groups have often emerged in the form of social protest songs. One avenue through which students can become aware of bias against women and minority groups is through listening to recordings of social protest songs and studying them and other related literature. Then students could take the action avenue of writing their own social protest literature--songs, poetry, personal statements, essays, etc. This literature could be displayed on bulletin boards, performed in class, in assemblies, and in the community to give students an increased sense of pride in their work and also to heighten the awareness of others. This exercise would provide students with a mode of creative expression, both in terms of writing and performing, and also an opportunity to take a stand on issues of inequity.

Title IX
A Federal Law

Title IX of the Education Amendments of 1972, was enacted after much Congressional testimony citing data documenting the nature of sex bias and discrimination in education policies, practices and programs. The regulations implementing the law will be reviewed on the following pages.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Description	Title IX is a federal law which prohibits any school receiving federal money from denying benefits or discriminating against students and employees on the basis of sex.
Statement	"No person....shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."
Provisions	The provisions of its implementing regulations are organized into four major sections: • Procedural section • Admission section • Treatment of students section • Employment section
Learning Advice	On the following pages, each of the provisions of the regulations will be described.

PROCEDURAL PROVISIONS

The first section contains five procedural steps which were to be implemented by July 21, 1976.

Procedural Steps

Step	Procedures
1	Notification of policy of Title IX compliance and non discrimination on the basis of sex.
2	Designation of employee responsible for coordination of compliance efforts.
3	Development of a grievance procedure for the handling of discrimination complaints.
4	Completion of an institutional self-evaluation.
5	Submission of a compliance assurance form to the Office for Civil Rights.

ADMISSIONS PROVISIONS

This section applies to:

- institutions of vocational education
- specified post-secondary institutions

The provision of the regulation states that no student can be denied admission or be subjected to discrimination in admission to these schools.

Comment

Because the majority of elementary-secondary institutions are not covered by this section of the regulation it will not be described further.

TREATMENT OF STUDENTS PROVISIONS

Description

This part of the regulations covers nearly every aspect of student treatment and student programs. It provides that education institutions or agencies may not on the basis of sex:

- provide different aid, benefits, or service;
- deny any such aid, benefit, or service;
- subject any person to separate or different rules of behavior sanctions, or other treatment;
- discriminate against any person in the application of any rules of appearance;
- provide significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefits, or services to students or employees;
- limit any person in the enjoyment of any right, privilege, advantage, or opportunity. [5]

Example

Examples of some of the provisions of this section of the regulations are listed below:

- Course offerings such as physical education, industrial, business, vocational, technical, home economics, music and adult education courses.
  - may not be provided separately on the basis of sex.
  - participation may not be refused or required on the basis of sex

- Counseling and counseling materials
  - schools may not use different testing or counseling materials on the basis of sex
  - if a particular class contains a substantially disportionate number of individuals of one sex, the recipient must take action to ensure that the disproportion is not the result of sex discrimination by counselors or in counseling materials.
  - internal procedures must be developed to ensure that counseling and testing materials do not discriminate on the basis of sex.

- Employment assistance to students may not be provided to agencies which discriminate on the basis of sex in their employment practices

- Health and insurance benefits and services may not be discriminatory on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies or plans.

- Marital or parental status
  - school rules cannot treat students differently on the basis of sex.
  - no student may be excluded from an education program or activity on the basis of pregnancy unless the student requests voluntary to participate in a separate portion of the program or activity.

- Athletics section stipulates that no person, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any interscholastic, intercollegiate, clubs, or intramural athletics offered by a recipient, and that athletics may not be provided separately on the basis of sex.
  - exception - separate teams may be operated for members of each sex where:
    - selection for teams is based on competitive skill.
    - the activity involved is a contact sport.
  - important - where an agency/institution operates or sponsors a team in a particular sport for members of one sex but not the other, and athletic opportunities for members of the excluded sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball, and other sports, the major activity of which involves bodily contact).
  - caution - in assessing equal opportunity for members of both sexes, HEW will consider:
    - whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members
    - scheduling of games and practice time;
    - travel and per diem allowance;
    - opportunity to receive coaching and academic tutoring;
    - assignment and compensation of coaches;
    - provisions of housing and dining facilities and services, and publicity.
  - note - unequal aggregate expenditures for members of each sex or for male and female teams will not consitute noncompliance, but HEW may consider the failure to provide necessary funds for teams of one sex in assessing equality of opportunity.
    deadline - full compliance related to physical education and athletics:
    - elementary schools - July 21, 1976
    - secondary and postsecondary - July 21, 1978

- Facilities such as separate toilets, locker and shower rooms may be provided on the basis of sex and must be comparable.

EMPLOYMENT PROVISIONS

Description

The last section of the regulations covers employment policies and practices of the education institution or agency.

Here is a list of the areas covered by this section:

- Access to employment, including
  - recruitment policies and practices
  - advertising
  - application procedures
  - testing and interviewing practices
- Hiring and promotion, including
  - selection practices
  - application of nepotism policies
  - demotion, lay off, termination
  - tenure
- Compensation, including
  - wages and salaries
  - extra compensations
- Job assignments, including
  - classification and position descriptions
  - lines of progression
  - seniority lists
  - assignment and placement
- Leaves of absence, including
  - leaves of temporary disability
  - childbearing leave and related medical conditions
  - childrearing leave
- Fringe benefits, including
  - insurance plans
  - retirement plans

- vacation time
- travel opportunities
- selection and support for training

- Labor organization contracts [7]

ACTION PLANNING

Introduction

This procedure can be used as a guide in the development of change plans to implement sex fair educational practices in your school.

Procedures

HOW TO PLAN CHANGE STRATEGIES

Step	Procedure	Hints
1	Prioritize the change actions needed to achieve Title IX implementation and the attainment of sex fair practices in your school.	Consider: a) What is to be changed. b) Who is going to be changed. c) How the change is to take place. d) Where the change will occur.
2	Identify the important barriers you will encounter.	
3	Identify the supports you will have.	
4	Determine the resources you will need.	Include: a) knowledge/skills b) financial resources c) interpersonal resources
5	List the necessary steps needed to accomplish change plans with time lines for completion.	action step | time completed

FOOTNOTES

1. Lee, Patrick C. and Nancy B. Gropper. A Cultural Analysis of Sex Role in the Schools. Journal of Teacher Education. Vol. 26 (Winter 1975): 335-9.

2. Sadker, Myra. Sexism in Schools. Journal of Teacher Education. Vol 26 (Winter 1975): 317-22.

3. T.E. Leviton and J.C. Chananie, Responses of Female Primary School Teachers to Sex-Typed Behaviors in Male and Female Children. 43 (1972): 1309-16.

4. School Administrator's Memorandum 544. Commonwealth of Pennsylvannia, Department of Education (September, 1972) Appendix A.

5. McCune, Shirley and Martha Matthews. Title IX: The Regulation and the Grievance Process. Field test materials used for the Council of Chief State School Officers' Title IX Equity Workshops Project. October 1977: G2-7,8

6. Ibid., pp. G 2-10

7. Ibid., pp. G 2-11,12